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ABSTRACT

In order to determine the willingness of rural disadvantaged to participate in educational programs, 125 rural male Anglo and Mexican American household heads, both on and off welfare, were interviewed. The stratified sample was drawn from 4 Michigan counties. Based on findings from the 81 questions, these conclusions were made: Mexican Americans were more willing to participate in educational classes than Anglos, and both groups desired to participate in such classes to get a job or a better job; there was no difference in willingness of these groups to participate in educational programs on the basis of welfare or nonwelfare status; decisions to participate would tend to be determined by the character of a prospective job; respondents were willing to participate in classes pertaining to their personal, educational, and social welfare (e.g., classes on buying food or obtaining credit); respondents tended to see themselves favorably in terms of ability to be hired for a job, run their own business, or be leaders; respondents indicated that classes should last no longer than 6 months; transportation to class was viewed as a problem; respondents would not spend their own money for tuition or supplies; age, residence, miles to high school, educational achievement, number of children, income, size of town shopped in, and time lived in Michigan did not affect willingness of the respondents to participate in classes; and proximity to a community college or university did affect willingness to participate. Included in the document are the study description, study implications, the questionnaire, and a guide for identifying disadvantaged household heads. (MJB)

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CENTER FOR RURAL MANPOWER & PUBLIC AFFAIRS

CRAPA

REPORT NO. 28

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AN EXAMINATION OF THE RECEPTIVITY OF MEXICAN-AMERICAN AND ANGLO RURAL DISADVANTAGED TO EDUCATIONAL PROGRAMS

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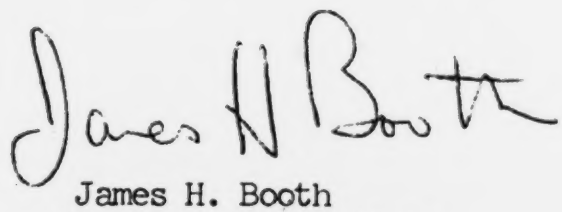
FOREWORD

This report is based on research partially supported by the Center for Rural Manpower and Public Affairs.

It addresses itself to the problems disadvantaged rural adults face when considering training and retraining programs. The report attempts to define the barriers to training disadvantaged rural adults, and examine the question of alleged differences between Anglos and Mexican-Americans and between welfare and non-welfare recipients in their attitudes toward training programs.

The conclusions should have a significant impact on future efforts for organizing training and retraining programs for disadvantaged adults in rural areas.



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INTRODUCTION

Most of the research studies dealing with the rural poor have emphasized identification of the rural disadvantaged and description of their problems. A review of current literature reveals that many studies confirm the existence of the rural poor and emphasize the nature and extent of rural poverty.

Several studies have focused on participation, and the barriers to participation by the rural disadvantaged. Findings generally reveal that participation by the poor is low in the labor force, educational programs, and society in general. Barriers to participation are inadequate self-concepts, lack of training, poor work attitudes, low levels of motivation, lack of information, apathy, inadequate job skills, and limitations of the rural setting. Findings indicate that expectations and aspirations tend to merge as the rural poor grow older, and that their perceptions need to be changed from a sub-cultural orientation to a national orientation before specific vocational programs are offered.

Several studies have also centered on retraining and education. Findings indicate that retraining is associated with work attitudes toward present jobs, and education is needed for upward mobility. Basic and remedial education is also needed. Other findings reveal that economic deprivation is associated with poor education, and with social and psychological deprivation. It is further brought out that the socioeconomic structure of the rural poor tends to perpetuate itself, and that the rural disadvantaged are unable to rise above their circumstances.

The Anglo and the Mexican-American migrants are the two major ethnic groups among the rural poor in Michigan. It is important that these rural

poor participate in occupational education classes which will help them get a job or a better job. Little has been done to determine what the rural disadvantaged are willing to do to participate in educational programs. This study deals with their willingness to participate in educational programs, and attempts to identify conditions which may act as barriers to their attending classes which would help them get a job or a better job.

Purpose

The purpose of this study was to determine the willingness of the rural disadvantaged to participate in educational programs. More specifically, the study investigated the willingness to participate in educational programs according to ethnic group and according to whether the respondents were or were not receiving welfare.

Method

The area studied was the four-county Eight-CAP area, the office of which is located at St. Louis, Michigan.[1] The area includes the counties of Gratiot, Ionia, Isabella, and Montcalm. With the help of personnel from the Eight-CAP office, a stratified random sample was drawn from this four-county area. The only area excluded was Mount Pleasant with a population of about 15,000. Male heads of households interviewed were age 45 and under, and receiving incomes which classified them at the poverty level according to the Michigan Employment Security Poverty Guidelines (Appendix Number Two). Persons interviewed were both on and off welfare. They were interviewed by members of their own ethnic groups living in the Eight-CAP area. An 81-item questionnaire was administered to the following numbers of people (Appendix Number One).

Mexican-Americans off welfare	28
Mexican-Americans on welfare	29
Anglos off welfare	32
Anglos on welfare	36
Total people interviewed	125

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[1]Eight-CAP refers to the eighth Community Action Program to be formed in Michigan's rural areas.

Definition of Terms

1. Rural disadvantaged. Heads of household living on farms, in a rural open country area, or in towns of 8,000 or less population and qualifying as disadvantaged under the Michigan Employment Security Poverty Guidelines.
2. Educational programs. Schooling in which the rural disadvantaged could participate to help them acquire a job or a better job.
3. Anglo ethnic group. English-speaking persons commonly referred to as "Anglos" and "Americans" by the Mexican-American ethnic group.
4. Mexican-American migrant dropout. Spanish-speaking Americans of Mexican descent who have dropped out of the migrant labor stream. To qualify as migrant dropouts, persons would have resided over the winter in Michigan, with the intention of getting jobs and not rejoining the migrant labor stream.
5. Welfare recipients. Persons receiving welfare assistance checks at the time of the interview.
6. Barriers to participation. Any considerations which may prohibit or inhibit the rural disadvantaged from participating in educational programs. These might include occupational considerations, personal, educational, and social considerations, self-perceptions, and the environmental considerations of the training classes. Other factors may include age, health, and ambition.

FINDINGS

Personal and Family Data

The respondents are relatively equally distributed among the age groups of up to 27, 28 to 36, and 37 to 45. However, the Mexican-Americans are somewhat older than the Anglos.

About 40 percent of the Anglos live in town, and about 40 percent live in non-farm residences in open country. Over 80 percent of the Mexican-Americans live in small towns. Mexican-Americans off welfare live in open country, non-farm residences. All but seven of the Mexican-Americans live within five miles of a high school, but Anglos are spread in nearly equal numbers in distances of 0 to 5, 6 to 10, and 11 to 15 miles from the nearest high school. The Anglos are almost equally distributed in distances of 0 to 10, 11 to 20, and 21 to 30 miles from the nearest community college or university, but 66 percent of the Mexican-Americans are located within 10 miles of a community college or university.

Three Anglos and nine Mexican-Americans in the study have less than four years of education, and 26 Anglos and 26 Mexican-Americans have from five to eight years of education. Thirty-nine Anglos and 22 Mexican-Americans have nine to fourteen years of education.

The Anglos tend to have more children than the Mexican-Americans. The average number of children in the Mexican-American households is 3.72, and the average number of children in Anglo households is 4.38. It is also observed that the number of adults who depend upon the head of household for support is 1.26 for the Mexican-Americans, and 1.10 for Anglos.

Anglos and Mexican-Americans off welfare are distributed about equally among the 0 to $3100, $3101 to $5000, and the $5001 to $6800 income categories. In the welfare group, it is observed that nearly 64 percent of the Anglos

earn less than $3100, and 25 percent earn $3100 to $5000. Over 96 percent of the Mexican-Americans on welfare are in these low and middle income categories. Over 31 percent of both Anglos and Mexican-Americans off welfare earn $5001 to $6800. This compares with 11.1 percent of Anglos on welfare, and 3.4 percent of Mexican-Americans on welfare earning $5001 to $6800.

Mexican-American and Anglo disadvantaged indicated they would need to earn similar amounts of money in order to take training classes for a job or a better job. They would require the following annual incomes: Mexican-Americans on welfare, $8913; Mexican-Americans off welfare, $9208; Anglos on welfare, $8424; and Anglos off welfare, $9065.

It is noted that 38 percent of the Anglos and 10 percent of the Mexican-Americans shop in towns of 2500 and under in population. Twenty-three percent of the Anglos, and 60 percent of the Mexican-Americans indicated they shop in towns of 2501 to 5000 population. Only 3 percent of the Anglos, and 21 percent of the Mexican-Americans shop in towns of over 10,000 in population.

All but two of the Anglos have lived in Michigan for three years or more. Five Mexican-Americans have lived in Michigan for less than one year, and four have lived in Michigan for one to two years. Over 80 percent of the Mexican-Americans have lived in Michigan for three or more years. It was found that 13 Mexican-American heads of household were born in Michigan, 41 in Texas, and 1 in Mexico. Of the Anglos, 56 were born in Michigan; 2 in Texas, Illinois, and North Dakota; and 1 each in Indiana, Maryland, Virginia, and Arizona.

The Mexican-American heads of household stated that 35 of their spouses were born in Texas, 14 in Michigan, and 2 in Mexico. Anglo heads of household said that 46 of their spouses were born in Michigan, 6 in Texas and Ohio, 5 in Illinois, and 1 each in Tennessee, Colorado, Iowa, Kansas, New York, Missouri, North Carolina, North Dakota, and Canada.

It was found that 28 Mexican-American heads of household grew up in Texas, 11 in Michigan, 2 in West Virginia, and 1 in Mexico. Fifty-six Anglo heads of household grew up in Michigan, four in Texas, three in Illinois, and one each in Nebraska, Virginia, North Dakota, and Colorado.

Twelve Mexican-Americans have no previous work experience. Twenty-five Mexican-Americans have previous work experience in a factory. Four Mexican-Americans worked as laborers, three in farming, and one each in shopwork, painting, picking up trash, driving a truck, as janitor, electrician, barber, migrant, beautician, press operator, on road work, in an office, and in community affairs.

Anglos indicate they have previous work experience in the following jobs: farming, 16; mechanic, 10; factory, 8; odd jobs, 7; laborer, 6; construction worker, 6; welding, 5; station attendant, 5; truck driver, 4; press operator, 4; sales, 3; restaurant worker, 3; electrician, 2; agriculture industry worker, 2; butcher, 2; and 1 each as bartender, plumber, wood finisher, grocery clerk, carpenter, farm equipment dealer, tile ditcher, and tree trimmer. Five Anglos have no previous work experience.

Mexican-Americans indicate their first full-time jobs were as follows: laborer, 17; factory worker, 10; farming, 3; shopwork, 2; lumberyard, 2; and 1 each as law office worker, truck driver, cook, parking lot attendant, construction worker, sales, poultry market, insurance, work for the city, mechanic, and beautician. Four stated they have never had a full-time job.

Anglos list the following as their first full-time jobs: farming, 14; factory, 7; paper route, 5; laborer, 3; mechanic, 2; grocery store, 2; station attendant, 2; dishwasher, 2; and 1 each as lumberyard worker, welder, cab driver, woodworking, cook, bartender, unloading boxcars, car wash, tile ditching, and furniture mover. Fifteen Anglo heads of household indicate they have never held a full-time job.

Michigan is the state in which 33 Mexican-American heads of household held their first full-time job. Thirteen held their first full-time job in Michigan, three in Texas, two in Indiana, and one each in Illinois, Nebraska, North Dakota, and Colorado.

Mexican-Americans indicate that five years ago their job was: laborer, 22; factory worker, 13; Army, 4; and student, 2. Other jobs given were: welder, forklift driver, landscaping, barber, office work, community assistant, farming, and station attendant. The location of the job held by Mexican-Americans five years ago was Michigan, 45; Texas, 2; and U.S. Army, 4.

Anglos indicate their jobs five years ago were: farming, 11; factory, 6; station attendant, 4; sales, 4; welder, 3; odd jobs, 3; laborer, 2; truck driver, 2; clerk, 2; construction, 2; and 1 each as butcher, busboy, mechanic, machine operator, woodworking, tool and die maker, equipment setup, and Army. The location of the job held by Anglos five years ago was Michigan, 48; Illinois, 2; and Texas, 1.

Mexican-Americans list their jobs ten years ago as: laborer, 20; school, 4; factory, 4; truck driver, cook, constuction and farming. The remainder did not have jobs or were not old enough to be in the labor market ten years ago. The location of the job ten years ago was: Michigan, 30; Texas, 2; and 1 each in Illinois, Indiana, and Nebraska.

Anglos list their jobs ten years ago as: farming, 10; factory, 7; sales, 3; and 1 each for Army, poultry processing, woodworking, help in tree nursery, station attendant, butcher, cab driver, cook, and part-time work. The job locations ten years ago were: Michigan, 24; Texas, 6; and Army, 2. The remainder did not have jobs, or were not old enough to be in the labor market.

The following are the present jobs held by the Mexican-Americans: factory, 17; farming, 3; and power company, 2. Other jobs given are as follows: yardwork, cleaning offices, iron and metal company, laborer, barber, maintenance, college, office, and disabled. Twenty-four said they did not have a job at present.

Anglos indicate that their present jobs are: farming, 7; laborer, 5; factory, 4; sales, 3; truck driver, 2; construction worker, 2; mechanic, 2; and 1 each as a press operator, electrician, butcher, lumberyard worker, clerk, and cook. Two were disabled, and 30 said they did not have a job at present.

The kind of job the rural disadvantaged expect to have in the future is highly varied. Anglos list the following jobs as their expected job in the future: mechanic, 7; own business, 5; factory, 5; farming, 4; construction, 4; Army, 4; laborer, 3; salesman, 3; grocery store, 2; gas station attendant, 2; welding, 2; tool and die maker, 2; and 1 each as minister, contractor, electrician, truck driver, lumberyard worker, male nurse, veterinarian, cabinet maker, machine operator, painter, bartender, office worker, doctor, cook, repair shop, and restaurant. Three persons did not know what job they expected to have in the future.

Mexican-Americans list the following as jobs they expect to have in the future: working in a factory, 20; office work, 4; operate own business, 2; farm, 2; laborer, 2; body shop, 2; and 1 each as power plant worker, community affairs worker, machinist, gas company, barber, policeman, work in school or college, job out of a factory, working with people, and maintenance. Other responses not related to a specific job were: better job than I have now, 5; good job, 4; good paying job, 2; any job I can get; and none.

It appears that the Anglos have more specific jobs in mind when considering future jobs. The Mexican-Americans appear to want a job, and appear willing to accept jobs if offered.

The response to what jobs the rural disadvantaged would expect in the future reveals little change from jobs they would like to have. The following are jobs the Mexican-Americans would like to have: factory job, 15; job out of a factory; work in school or college; body shop; farm; own business; policeman; painter; carpenter; directing community affairs; laborer; barber; and maintenance. Other responses are a good job, 19; anything; and year-long good job.

Anglos would like to have the following jobs: farming, 10; mechanic, 8; own restaurant, 5; own grocery business, 4; welder, 4; construction, 4; sales, 3; truck driver, 3; carpenter, 3; machinist, 2; foreman, 2; veterinarian, 2; and 1 each as factory, heavy equipment, bar business, tool and die maker, male nurse, telephone company, teacher, minister, own a gas station, own garage, doctor, painter, and laborer.

Again the Anglos are more specific in the type of job they would like to have in the future. The Mexican-Americans tend to desire factory work more than Anglos, and although not as specific as Anglos, they appear to desire good jobs and year-long jobs.

Eighty-seven percent of the Mexican-Americans, and 71 percent of the Anglos have not taken classes for job improvement. Training classes taken by the Mexican-Americans are: business administration, 3; barber; and bookkeeping. Classes taken by Anglos include: mechanic, 3; welding, 2; cabinet making; machine operator; tool and die maker; basic education; production supervision; and restaurant management. Nine Anglos stated they have taken On-the-Job Training Programs.

SUMMARY

Mexican-American respondents were somewhat older than Anglos, and tended to live in small towns. Anglos tended to live on farms or in open country, non-farm areas.

Anglo heads of household tended to have larger families than Mexican-Americans. Mexican-American families had more adults dependent upon the heads of household for support. More Anglos were found in the lower income groups than Mexican-Americans. Most of the Mexican-Americans were born in Texas, but most of the Anglos were born in Michigan.

The jobs Mexican-Americans would like to have, and the jobs they expect to have tended to be the same. Anglos revealed job aspirations and expectations similar to the Mexican-Americans, except that Anglos were more specific in kind of jobs they would like and would expect. The Mexican-Americans appear to have a lower perception of job opportunities than Anglos.

A study of the job histories of the respondents revealed that both Anglos and Mexican-Americans have made little occupational advancement since obtaining their first jobs. Nearly half of the Anglo and Mexican-American respondents are presently unemployed. Most of the Mexican-Americans and Anglos have not taken classes for job improvement.

Willingness to Attend Educational Classes

Both Mexican-American and Anglo ethnic groups are very willing to be trained for a job in which they work by themselves most of the time. Over 44 percent of the Anglos are very unwilling to be trained for a job in which they would be away from home one night per week as compared with about 7 percent of the Mexican-Americans. The Mexican-Americans appear to be more willing than the Anglos to participate in training for jobs which would require them to be away from home one night per week.

Over 68 percent of the Anglos and Mexican-Americans are willing to be trained for a job in which they travel during the day, but are home at night. About one-fourth of the Mexican-Americans are not willing to travel during the day.

Mexican-Americans tend to be more willing to be trained for a job which would keep them away from home a week or more at a time. It was observed that 70 percent of both Anglos on welfare and off welfare are very unwilling to be away from home for a week or more at a time. The Mexican-Americans (25 percent) said they would be very unwilling to be away from home a week or more at a time in order to obtain employment.

It made little difference to the rural disadvantaged whether the jobs were located outdoors or indoors, although 26 percent of the Anglos off welfare are not willing to work indoors.

It was found that over 30 percent of the Anglos on welfare and 56 percent of those off welfare are unwilling to accept seasonal jobs compared with only 3.4 percent of the Mexican-Americans on welfare, and 10.7 percent off welfare. More Mexican-Americans are undecided about being trained for a seasonal job than Anglos. Anglos on welfare tend to be more willing to be trained for a seasonal job.

There was some hesitancy among Mexican-Americans about training for a year-long job. About 17 percent of those interviewed did not know if they wanted a year-long job. Both the Anglos and Mexican-Americans are willing to move to a rural area or medium size city to obtain work, but Mexican-Americans are more willing to move to a large city like Detroit or Flint than Anglos. Both ethnic groups were willing to be trained for jobs in which they would be boss or be able to work to the top.

Over one-third of the Anglos are willing to train to be both a farmer and have a job in town; however, over 60 percent of the Mexican-Americans are willing to train for farm and town jobs. Mexican-Americans appear to be more willing to train for both the farm and non-farm jobs.

Both Mexican-Americans and Anglos show a high degree of willingness to participate in health classes. The Mexican-Americans, however, are more willing to participate in classes which would help them learn more about community organizations.

Generally speaking, both Mexican-Americans and Anglos are willing to take classes in which they would learn more about the way people live in their towns. Only minor differences existed between ethnic groups or between those on and off welfare.

Both ethnic and welfare groups have a high level of willingness to participate in classes in which they would learn to speak better English and to read English faster. Both ethnic and welfare groups also have a high desire to learn to write better English.

Nearly 90 percent of the Anglos and over 65 percent of the Mexican-Americans are willing to take classes in arithmetic or mathematics. Mexican-Americans off welfare appear to be more willing to take classes in arithmetic than those on welfare.

The majority of Anglos and Mexican-Americans are willing to attend a class to learn to read Spanish, but about 25 percent of each group are unwilling to learn this reading skill.

Seventy-three percent of all groups are willing to take classes on how to obtain credit to buy the things they need; however, it was observed that Mexican-Americans tended to be undecided about these classes.

Over 40 percent of the Anglos off welfare were not willing to attend classes on buying clothes, but over 75 percent of Anglos on welfare were willing to attend these classes. In general, the Mexican-Americans are more willing to attend classes on buying clothes.

About three-fourths of the Anglos and Mexican-Americans are willing to attend classes to learn how to buy food. The Mexican-Americans as a group are somewhat more willing to attend classes on buying food, even though both groups show a high level of interest in food classes.

Only 5 of the 125 respondents were unwilling to attend a class to learn how to keep from being cheated when they spend their money.

Anglos were found to be unwilling to attend classes which would help them get a job on a farm and the majority of the Mexican-Americans would attend classes to get a farm job. Mexican-Americans on welfare are more willing than those off welfare to attend classes to get a farm job. When asked if they would attend a class to get a job other than farming, both ethnic groups had a high level of willingness to attend classes which would help them get a job other than farming.

Anglos on welfare were much more willing to attend classes to get a job in a factory than were Anglos off welfare. Mexican-Americans were willing to attend classes to get a job in a factory. All ethnic and welfare groups have a high level of willingness to attend classes in which they would learn to operate their own businesses.

The rural disadvantaged as a group appeared to have a high level of willingness to learn to be leaders of other workers. They were also willing to attend classes in the clothes they now own.

When asked if they thought other heads of families would attend classes to get a job or a better job, the rural disadvantaged believed that other

heads of families would choose to attend classes. It was observed, however, that 40 percent of the Anglos and 17 percent of the Mexican-Americans did not know if other heads of families would attend classes. There was some indication that the rural disadvantaged lacked self-confidence in being hired for a job. Fifty-five percent of the Anglos on welfare and 40 percent of those off welfare did not know if an employer would be willing to hire them. Thirty-one percent of the Mexican-Americans on welfare and 50 percent of those off welfare did not know if an employer would be willing to hire them.

It appears to make little difference to the rural disadvantaged whether the teacher or the student does most of the talking in class. The Anglos are more willing to attend classes under these conditions, even though willingness to participate is high in all ethnic and welfare groups.

The rural disadvantaged do not seem to care whether the teacher is Anglo or Mexican-American. The willingness to participate in educational programs, regardless of the teacher's ethnic group, is high, but Anglos appear to be more willing in both the welfare and non-welfare groups.

When asked about the length of training classes they would be willing to attend, the Anglos and Mexican-Americans were willing to attend training classes six weeks in length. When classes are increased to three months or more, the rural disadvantaged were still willing to attend classes. The willingness of both ethnic groups to participate in training classes of six months or more appears to drop when compared to classes of six weeks or three months in length.

Anglos tend to be unwilling to live in another city while going to school. Mexican-Americans appeared to be more willing to live in another city while attending classes. Both Mexican-Americans and Anglos expressed a willingness to participate in classes presented on their television sets.

The season of the year in which classes would be held makes a difference in willingness to attend the classes. Both ethnic groups appear to choose fall and winter as the best seasons of the year to attend classes. It is observed that 19 percent of the Anglos and 18 percent of the Mexican-Americans are willing to take classes in the spring. Both ethnic groups are unwilling to take classes in the summer.

The majority of the Anglos prefer to attend classes in the morning as a first choice, and afternoon as a second choice. The Mexican-Americans would tend to go to either afternoon or morning classes. However, afternoon is rated high as both a first and second choice for the Mexican-Americans. Evening classes were selected as first choice by 30 percent of the Anglos, and 14 percent of the Mexican-Americans.

The local high school is the first choice of both the Anglos and Mexican-Americans as a place to attend classes. The Anglos preferred the home of a friend, and the Mexican-Americans chose the nearest community college as the next highest first choice. When asked to select the second choice of a place to attend classes, more Anglos chose the local church, and more Mexican-Americans chose the nearest community college.

It was noted that 80 percent of the Anglos, and 19 percent of the Mexican-Americans said it made no difference which day they attended classes. The majority of the Mexican-Americans preferred to attend classes on Monday and Tuesday.

Most rural disadvantaged are not willing to spend their own money for tuition or supplies. Eighty percent of the Anglos on welfare, and 59 percent of the Anglos off welfare revealed they would spend nothing for tuition and supplies. Approximately 68 percent of the Mexican-Americans responded in the same way. Those off welfare tended to be less willing to spend money for tuition and supplies than those on welfare.

The method chosen to get to classes varied by ethnic group. Forty-seven percent of the Anglos would choose a bus, and only 13 percent of the Mexican-Americans off welfare would choose a bus as first choice. The Mexican-Americans were more willing to pool rides with others as a means of getting to classes.

The age, residence, miles to high school, educational achievement, number of children, income, size of town shopped in, and time lived in Michigan do not affect the willingness of the rural disadvantaged to participate in educational programs. The rural disadvantaged who live 10 miles or less from a community college or university are more willing to attend classes than those living over 10 miles away.

Summary of Willingness to Attend Classes. Anglos and Mexican-Americans are willing to train for jobs in which they would work by themselves or work indoors or outdoors. Mexican-Americans appear to be more willing to train for jobs in which they would be away from home one night a week, or a week or more at a time. Mexican-Americans also appear to be more willing to move to large cities to obtain jobs.

The rural disadvantaged are willing to take classes in health, English, Spanish, and mathematics. They are also willing to learn more about buying food and clothing, how to get credit, and how to keep from being cheated when spending money.

The rural disadvantaged tend to perceive themselves favorably in regard to their ability to be hired for a job, run their own business, or be leaders. In general, only minor differences are observed between ethnic and welfare groups. One exception is that Anglos on welfare appear to be more willing to attend classes to get a job on a farm than Anglos off welfare, and that Anglos on welfare perceive factory jobs as more desirable than Anglos off welfare.

Both ethnic groups appear to be receptive to classes to learn how to be leaders and to operate their own businesses. The rural disadvantaged also appear to be confident that potential employers would hire them, and they are willing to attend classes in clothes they now own.

Both ethnic groups tend to show a slight decrease in willingness to attend classes as the class length increases to six months or more. The Anglos appear unwilling to attend training classes if they have to stay in another city while attending classes. The ethnic group to which the teacher belongs appears to have little effect upon willingness to attend classes.

The Anglos chose bus transportation as the preferred method to get to classes; the Mexican-Americans desired to pool rides. Most of the rural disadvantaged chose to go to class in the fall or winter. The Anglos preferred to go to classes in the morning or evening, while the Mexican-Americans chose to attend in the morning or afternoon. The first choice for location of class is the local high school for all groups. It appeared to make no difference which day of the week the Anglos go to class, but the Mexican-Americans favor classes early in the week. It is also observed that most of the rural disadvantaged will not spend their own money for tuition or supplies.

The age, residence, miles to high school, educational achievement, number of children, income, size of town shopped in, and time lived in Michigan do not affect the willingness of the rural disadvantaged to participate in educational programs. The rural disadvantaged who live 10 miles or less from a community college or university are more willing to attend classes than those living over 10 miles away.

CONCLUSIONS

On the basis of findings in this study, the following conclusions seem to be justified.

1. The Mexican-Americans are more willing to participate in educational classes than Anglos. However, both Mexican-American and Anglo rural disadvantaged have the desire to participate in educational programs to get a job or a better job.
2. There is no difference in the willingness of the rural disadvantaged to participate in educational classes on the basis of the welfare status of the respondents. Both Mexican-Americans and Anglos on and off welfare desire to participate in educational programs that would help them get a job or a better job.
3. The rural disadvantaged tend to look beyond the training class to the job which might be offered; decisions to participate in a class would be determined by the character of the prospective employment.
4. The rural disadvantaged are willing to participate in educational classes that pertain to their personal, educational, and social welfare. They are willing to take classes on buying food, clothing, and obtaining credit.
5. The rural disadvantaged tend to perceive themselves favorably in regard to their ability to be hired for a job, run their own business, or be leaders.
6. Certain considerations relating to the way classes are taught will affect the willingness of the rural disadvantaged to attend educational training classes. The classes will need to be six months

or less in length. Anglos will not attend if the class requires them to live in another city while attending class. Transportation to class will be a problem. The rural disadvantaged will not spend their own money for tuition or supplies.

7. The age, residence, miles to high school, educational achievement, number of children, income, size of town shopped in, and time lived in Michigan do not affect the willingness of the rural disadvantaged to participate in educational programs. The rural disadvantaged who live 10 miles or less from a community college or university are more willing to attend classes than those living over 10 miles away.

IMPLICATIONS

Educators should spend more time on job definition in educational classes, especially in those offered to Mexican-Americans. The Mexican-Americans want good jobs and steady jobs, but they seem to lack a broad view of the occupational opportunities available. Generally speaking, the rural disadvantaged have not climbed very far up the job ladder since starting their first jobs. Their aspirations and expectations are nearly alike in that they want and expect the same jobs.

The rural disadvantaged are looking beyond available training classes to the types of jobs they might be doing before deciding whether to enroll in such training classes. Educators need to furnish much information about the jobs in which their students will be working if the rural poor are to be attracted to training classes.

Both Anglos and Mexican-Americans would like jobs other than farming, and both may be reluctant to participate in training classes in which farming

is the end result of the class. When offering training classes that would prepare for jobs in factories, the Mexican-Americans are more likely to participate.

Anglos may snub classes which would train them for jobs involving travel, especially overnight travel. Both Anglos and Mexican-Americans are willing to take classes in which they would move to a small town or rural community. The Anglos would probably not participate in classes in which they would train for jobs in large cities.

Mexican-Americans and Anglos are very willing to attend classes in health, learning more about social and community organizations, buying food and clothing, using credit, and managing money. Educational administrators should consider offering such courses. Mexican-Americans also show a high degree of willingness to participate in English classes. A review of literature reveals that participation of the rural poor is low in all areas of society. Participation in classes is, therefore, one way of improving participation in other areas of society, even though the class does not lead directly to a job. It seems that occupational information should be a part of every class whether the class is in English, use of credit, or training for an actual job. It is also obvious that the classes will have to be provided free of charge.

The language barrier made it necessary for the Mexican-Americans in this study to be interviewed by Spanish-speaking interviewers. Many of the Spanish-speaking respondents could read neither English nor Spanish, and some spoke very little English. It will be necessary to use bilingual instructors for classes in which Mexican-Americans of this background are present. The language barrier may make it imperative that Mexican-Americans be taught in separate classes.

Considering the serious limitations of their occupational preparation, the respondents are expecting unrealistically high incomes when they are employed. Occupational education classes are needed to help the rural poor develop a better understanding of the existing employment patterns, and the concept that higher incomes are usually attained through experience and merited advancement over a period of time on the job. Such classes should emphasize that employers are obligated to pay a fair wage, and that employees are entitled to wages commensurate with their training, ability, and performance.

Transportation is a major barrier to the education of the rural poor. A high percentage will need bus transportation. There is a tendency for the rural poor to want to attend classes in the fall and winter. Very few would attend classes in the summer. Mexican-Americans also prefer classes early in the week.

Respondents are willing to attend classes in the local high schools or community colleges. However, they are reluctant to travel over 10 miles to a class. Anglos would also attend classes in the local church, but the Mexican-Americans did not favor the church as a location for classes.

Both welfare and non-welfare disadvantaged were receptive to participation in educational classes. It would appear that all but the hard-core welfare cases would attend training classes to help them secure employment.

The needs of the rural disadvantaged should be carefully considered when planning educational programs. Although the rural disadvantaged have a high degree of willingness to participate in educational programs, over 80 percent of those interviewed have not taken classes which would help them get a job or a better job. Educators need to look at barriers which inhibit participation of the rural disadvantaged in educational programs.

The findings of this study may not be relevant to all rural poor ethnic groups. However, these findings should alert educators to possible barriers to participation of the rural poor in educational programs. If educational leaders ignore such factors as time and location of class, transportation problems, lack of reading ability of the rural poor, type of jobs for which the training classes prepare, and the cost of classes, the rural disadvantaged may not enroll in training programs. Educators should also realize that the rural poor are not an homogeneous group, but have varied problems that may inhibit participation in educational programs.

APPENDIX NO. 1

Questionnaire

PART I. PERSONAL AND FAMILY INFORMATION

1. 2. 3. (identification numbers)

4. Welfare

   (1) receiving welfare (2) not receiving welfare

5. Ethnic group

   (1) Anglo (2) Mexican-American

6. Age

   (1) up to age 27 (2) age 28 to 36 (3) age 37 to 45

7. Residence

   (1) small town (2) farm (3) open country, non-farm

8. Miles to nearest high school

   (1) 0 to 5 (2) 6 to 10 (3) 11 to 15

9. Miles to nearest community college, or university

   (1) 0 to 10 (2) 11 to 20 (3) 21 to 30

10. Educational achievement

    (1) 0 to 4 years (2) 5 to 8 years (3) 9 to 14 years

11. Number of children living at home

    (1) 0 to 2 (2) 3 to 5 (3) 6 and over

12. Income

    (1) 0 to $3100 (2) $3101 to $5000 (3) $5001 to $6800

13. How long have you lived continuously in Michigan?

    (1) 6 months to one year (2) one to two years (3) over three years

14. In what town do you do most of your shopping? Find the town, determine the size, and record the size.

    (1) up to 2500 (2) 2501 to 5000 (3) 5001 to 10,000 (4) over 10,000

PART II. WILLINGNESS TO PARTICIPATE IN EDUCATIONAL PROGRAMS

Instructions to the interviewer

Give card number ONE to the person to be interviewed, and ask them to choose one of the following five selections for each question that is asked.

1. I would be very willing
2. I would be somewhat willing
3. I don't know
4. I would be somewhat unwilling
5. I would be very unwilling

Question

If free training classes were to be held locally, and if they would help you get a job or a better paying job, would you be willing to attend training classes if they did the following?

(Area I Questions relating to occupational considerations)

15. Trained you for a job in which you would work by yourself most of the time.

16. Trained you for a job in which you would be doing manual labor most of the time.

Trained you for a job in which you would be —

17. away from home one night a week.

18. traveling in your community during the day, but be home at night.

19. away from home a week or more at a time.

Repeat the Question

If free training classes were to be held locally, and if they would help you get a job or a better paying job, would you be willing to attend training classes if they did the following?

20. Trained you for a job in which you would be working inside in a heated building and not outside in the weather.

21. Trained you for a job in which you worked outside nearly all the time when the weather was good.

22. Trained you for a seasonal job, not a migrant job.

23. Trained you for a year-long job.

Trained you for a job in which you would have to move to a different place, and where housing was available —

24. if the place was a small town or a rural area.

25. if the place was a large city like Detroit or Flint.

26. if the place was a medium size city like Midland or Bay City.

27. Trained you for a job where you could be boss or work to the top.

28. Trained you for a job in which you would be both a farmer and have a job in the city.

(Area II Questions relating to personal, educational, and social considerations)

Re-state the Question

If free training classes were to be held locally, and if they would help you get a job or a better paying job, would you be willing to attend the following training classes?

29. Classes that would help to keep you and your family in good health.

30. Classes that would help you learn more about community organizations such as the PTA, church groups, and clubs which you might join.

31. Classes in which you would learn more about the way people live in your town.

Classes in which you would —

32. learn to speak better English.

33. learn to read faster in English.

34. learn to write better in English.

35. learn more about arithmetic or mathematics.

36. learn to read Spanish.

Classes in which you would learn more about —

37. how to get credit to buy the things you need.

38. how to buy clothing.

39. how to buy food.

40. how to keep from being cheated when you spend your money.

(Area III Questions relating to self-perceptions)

41. Classes that would help you get a job on a farm.

42. Classes that would help you get a job other than farming.

43. Classes that would help you get a job in a factory.

44. Classes that would help you to operate your own business.

45. Classes for a job in which you are the leader of other workers.

46. Going to class in the clothes you now own.

(Hand the person being interviewed card TWO.)

47. How willing do you think the other heads of family which you know would be to taking a class that would help them get a job or a better job?

How willing do you think other members in your household would be to taking classes that would help them get a job or a better job? --

48. The male members that are 16 and over, and not in school.

49. The female members that are 16 and over, and not in school.

(Hand the person being interviewed card THREE.)

50. Suppose that an employer wanted to hire a person for a job, you liked the job, and really wanted it. Do you think he would hire you?

(Area IV Questions relating to the environmental considerations of the training class)

Repeat the Question (Hand the person being interviewed card ONE.)

If free training classes were to be held locally, and if they would help you get a job or a better paying job, would you be willing to attend training classes if they did the following?

51. Classes in which the teacher does most of the talking.

52. Classes in which the student does most of the talking.

53. Classes in which the teacher is an Anglo.

54. Classes in which the teacher is a Mexican-American.

Training programs in which you would be in class for --

55. 6 weeks.

56. 3 months.

57. 6 months or more.

58. Classes in which you would have to go and live in another city while going to school.

59. Classes which would be given on your TV set.

(The following questions are part of Area IV; however, the person being interviewed will be asked to make a first and second choice in questions 60 through 69.)

How would you get to class? --

60. First choice

61. Second choice

(1) in your own car.

(2) by pooling rides with others in your community.

(3) by riding in a bus if the bus were free.

In which season of the year would you like to go to class? --

62. First choice

63. Second choice

(1) fall.

(2) winter.

(3) spring.

(4) summer.

What time of the day would you like to go to class? --

64. First choice

65. Second choice

(1) morning.

(2) afternoon.

(3) evening.

Where would you like the classes to be held? --

66. First choice

67. Second choice

(1) at the local high school.

(2) at the nearest community college.

(3) at a friend's home.

(4) at the local church.

(5) at the local community center.

What would be the best day for you to attend classes? --

68. First choice

69. Second choice

(1) Monday.

(2) Tuesday.

(3) Wednesday.

(4) Thursday.

(5) Friday.

(6) Saturday.

(7) does not make any difference.

70. How much money would you be willing to spend for tuition and supplies to go to class?

(1) up to $10.00

(2) up to $50.00

(3) up to $100.00

(4) up to $200.00

(5) none

PART III. OPEN-ENDED RESPONSES

1. What kind of occupation or job do you expect to have in the future?

_____

_____

2. What kind of job would you like to have in the future?

_____

_____

3. If you were to take more training classes in order to get a better job, how much money would the new job need to pay in order for you to take the class?

_____

4. How many others in your family depend on you for support?

Adults _____ Children _____

5. What classes have you taken for job improvement?

_____

6. What is your previous work experience?

_____

_____

7. In what state were you born? _____

Your spouse? _____

8. In which community did you spend most of your growing up time?

_____

9. What was your first full-time job?

_____

10. In what state was your first full-time job located?

_____

11. What was your job five years ago? _____

Location _____

What was your job ten years ago? _____

Location _____

12. What is your present job? _____

Location _____

APPENDIX NO. 2

Guide for Identifying Disadvantaged Head of Household by Family Size and Income

Family Size	Annual Net Income	
	Non-farm	Farm
1	$1900	$1600
2	2500	2000
3	3100	2500
4	3800	3200
5	4400	3700
6	5000	4200
7	5600	4700
8	6200	5200
9	6800	5700
10	7400	6200
11	8000	6700
12	8800	7200
13	9200	7700

Source: Michigan Employment Security Commission, Mimeograph 8220 (Revised January 25, 1971).